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AUTHOR Cooper, John; And Others
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ABSTRACT

Refinement of planning, goals, and objectives was emphasized in the third year of the Professional Development Program at Lansing Community College. Goals for the overall college program were to: (1) continue to offer options for professional development which relate to people's immediate situation and department; (2) make more opportunities available for faculty to explore new teaching strategies that they may apply to their own classroom instruction; (3) involve administrative personnel in professional development programs, planning, and the reinforcement of individual efforts to change or improve performance; (4) refine current professional development programs and initiatives; and (5) evaluate on-going staff development activities as they relate to personal objectives and institutional missions. A professional development laboratory and office supports individuals, programs, and divisions throughout the college relative to needs assessment and evaluation, campus-wide programs, and maintaining quality instructional programs. The professional development plans for the academic year 1978-79 are outlined for the business, college services, arts and sciences, student personnel services, learning resource, and applied arts and sciences divisions. An appendix discusses alternative approaches to professional development. (MB)

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PROFESSIONAL DEVELOPMENT PLAN

LANSING COMMUNITY COLLEGE

LANSING, MICHIGAN

1978-79

September 1, 1978

John Cooper

JC 780 608

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

".....the tasks of renewal are endless.

.....society is not like a machine that is created at some point in time and then maintained with a minimum of effort; a society is being continuously re-created, for good or ill, by its members. This will strike some as a burdensome responsibility, but it will summon others to greatness."

From John W. Gardner's Self-Renewal
The Individual and the Innovative Society

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PROFESSIONAL DEVELOPMENT

RATIONALE

Professional Development has, during the first two years of formal operations at Lansing Community College, stimulated a high degree of awareness and recognition of individual and institutional potential. In the third year of the program, attempts should be made to refine activities and sharpen the focus of program impact upon individual and institutional developmental needs.

The responsibility for making the best use of human resources rests with each individual. Where possible, individuals should take charge of creating their own professional growth experiences and assume responsibility for implementing resulting changes in the delivery of instructional and non-instructional services through utilization of skills and information acquired. As a restatement of the previous year's rationale, this point makes particular reference to the need to consider localized application of program content to the work of divisions, departments and individuals. Efforts which meet the immediate needs of people and programs will be more enthusiastically received than those which relate to participants in a limited way.

The program continues to reflect the institutional recognition that Lansing Community College has a significant investment in people as a resource for maintaining quality programs. Consequently, attention must be paid to assuring that employee talents are utilized through the involvement of all levels of personnel. Programs which encourage and support quality instruction and support services require the active participation of everyone in endeavors which may cross all lines as cooperative efforts. To do so is to build upon the institution's strengths.

Simultaneously, more emphasis must be placed on recognizing the needs of specific employee units. The teaching responsibilities of faculty require that attention be given to skills and content areas which differ from the needs of administrative and CTP personnel. Similarly a large part-time faculty with external commitments, which demand their time but make no less important their professional development needs, will require that programs be planned with attention to the appropriateness of content. The focus on specific areas follows from previous needs assessments indicating people had a very high interest in keeping abreast of their own areas.

This again brings us to the conclusion of previous statements that professional development must reach beyond the scope of the coordinating office and officers to gain recognition as an integral responsibility of all personnel at the college. People should be encouraged to share talents and skills in working with colleagues to foster a climate of mutual respect and cooperative associations throughout the college. The utilization of resources to permit personnel to improve organizational communications, establish cooperative working relationships, identify areas in need of institutional review and development should strive to assure high quality instructional and non-instructional services. It follows that the professional development office should continue to serve the campus community in a role suited to providing a balanced program. In so doing, professional development will continue as a viable and necessary component of the college serving the individual and programs.

GOALS & OBJECTIVES STATEMENTS

I. GOAL: To continue to offer options for professional development which relate to people's immediate situation, programs and department/division.

OBJECTIVES

1. Given that professional development has been successful where initiatives are taken, the professional development officer must be recognized as the individual responsible for taking an active role to:
   a. identify local needs
   b. serve as a broker to match need with resources and
   c. to communicate these programs at the divisional level.

2. Given that programs which are offered with a general focus may affect people and departments, there is also a need to focus on activities which may be directly related, to encourage people to take initiatives and to make use of skills/information which may be derived from numerous sources in relation to their work setting and job responsibilities.
3. Departmental and divisional efforts must explore and attempt to implement approaches to professional development which go beyond the "workshops", which are short term exposures to new skills and information. Programs/activities such as those described in the appendix should be implemented when and where there is potential and initiatives to do so.
4. People within each division must be recruited to work with the professional development officer to identify needs, promote new ideas and relate program information/skills to their colleagues and jobs.

Goals & Objectives continued

5. The professional development office and laboratory will continue to provide a service to the campus to meet needs which arise where resources are not readily available without infringing upon departmental/divisional prerogatives.

II. GOAL: To make available more opportunities for faculty to explore new teaching strategies as they may apply to their own classroom instruction.

OBJECTIVES

1. Given the positive response of faculty participants to date, there should be continued attempts to provide faculty exchanges, instructional design workshops, teaching seminars and departmental in-service programs where full and part-time faculty can consider new and traditional teaching principles.
2. The professional development laboratory must become a teaching resource center where individual assistance can be provided to assess current practices and alternatives, while offering pragmatic support services which the person can introduce into his/her classroom (e.g. testing and grading methodologies, group discussion skills, formats for lesson planning and writing objectives, etc.) Such assistance may be provided in cooperation with off-campus resources such as MSU's Learning and Evaluation Service, Professional Development Office and others.
3. Given the diversity of backgrounds and availability on campus of part-time faculty, the program should reach out to part-time instructional personnel to meet their needs, offer opportunities to meet with other full and part-time faculty and to provide them with essential information and resources to maintain or improve a high quality of instruction.

Goals & Objectives Statements

4. There is a continuing need to support in-service programs which provide faculty within departments an opportunity to examine subject matter in their specific field and teaching dimensions related to it.

III. GOAL: To involve administrative personnel in professional development programs, planning and the reinforcement of individual efforts to change or improve performance.

OBJECTIVES

1. Given the essential and significant role that administrators at all levels play, the program must seek and gain the support which they can provide through participation on the professional development committee, creation of appropriate programs in their own departments/ divisions and strengthen interface with the supportive service available through the professional development laboratory.
2. Given that time and priorities are often identified as prohibitive factors to participation there should be some attempt to identify programs/activities which merit priority while considering forums to address these priorities given time constraints which daily pressures place upon administrative personnel.
3. Given that initatives for administrative development originate outside of the professional development office and laboratory there should be resources available to support such programs as well as alternative approaches and recommendations provided when requested.

Goals & Objectives Statements

IV. GOAL: To refine current professional development programs and initiatives which are occuring throughout the institution.

OBJECTIVES

1. The orientation program will be revised to permit greater involvement and follow-up with orientation of new employees at the department/ divisional level with:
   a. recognition of procedures presently utilized
   b. provision of divisional orientors to work with new people and
   c. training and support materials for divisional orientors who are interested in working with new employees.

2. To revise and institute a new needs assessment for professional development to be distributed to all full and part-time employees of the college in order to determine program direction and support for initiatives which might be undertaken.
3. Given the increased demands for individual consultative services, the professional development laboratory should identify resources for independent endeavors, publicize availability of these services and explore the potential for serving as a broker to those in need of assistance not readily available.
4. Given that "workshops" have previously been a primary vehicle for professional development such offerings should be refined to:
   a. improve participation
   b. address specific employee populations and their needs and
   c. provide guidelines or formats which will relate content back to the work setting.

Goals & Objectives Statements

5. The continuation of program(s), procedures and policies related to professional development should be undertaken with attention given to institutional priorities and goals. The direction provided by those responsible should align itself in a supportive way with attempts to build upon the strengths of quality instructional and non-instructional services and programs now extant.

V. GOAL: Evaluate on-going staff development activities as they relate to personal objectives and institutional missions with follow-up programs to reinforce the program.

OBJECTIVES

1. Survey personnel regularly in oral and written form to identify needs.
2. Evaluate specific programs at the time of implementation with follow-up to determine impact.
3. Consider alternative approaches to formative program evaluation in relation to professional development beyond the AIDP grant period.

PROFESSIONAL DEVELOPMENT LABORATORY & OFFICE

The Professional Development Laboratory and Office has evolved to serve in a role supportive of individuals, programs and divisions throughout the college while providing some direction aimed at clarifying the concepts and activities of professional development. The office will continue to work with the college community to provide services helpful to the realization of divisional activities. Program offerings originating from the laboratory will attempt to facilitate and focus on new areas of interest when requested to do so by those responsible for program development. The office will attempt to strengthen the consultative services made available to individuals and programs while limiting the number of general interest programs to topics of overwhelming interest to the campus community.

Needs Assessment and Evaluation

Program evaluation continues to be an elusive topic for faculty/staff development programs throughout the country. In the third year of the program's formal operation some attempt might be made to conduct 1) a needs assessment to determine if priorities have changed or new needs have arisen and, 2) an evaluation of the Professional Development Program in order to consider future direction, goals and objectives and response to the initiative.

Campus-wide Programs of general interest might draw upon the expertise of personnel and resources which bring some new dimensions to the college. These attempts to stimulate discussion and introspection will be limited to those topics which have wide appeal and/or demand as well as the support of those responsible for carrying out program plans. The resources may be utilized to assist with issues of pressing need to everyone such as previous workshops/ seminars on 504 legislation, copyright, time management and teaching dimension.

Quality Instructional Programs - The office is particularly interested in focusing upon greater initiatives to put together activities in support of faculty teaching programs. This might be done through 1) continued support of faculty in-service which gives consideration to discipline centered issues, 2) further attempts to assist individual faculty members with unique needs related to teaching methodology, 3) making available resources for individual use and consultative services and, 4) services made available to match resources with needs for teaching programs as requested. In every case the Professional Development Laboratory and Office should continue to pay particular attention to assisting in the maintenance and improvement of quality instruction at the college.

Concurrently, the office will pursue continued collaborative efforts at programs which stimulate renewal and encourage cooperative initiatives which strive to provide quality services and instruction to the community served by Lansing Community College. The laboratory and office remains open to and committed to building upon the strengths of the college by responding to needs identified by those responsible for instructional and non-instructional operations.

BUSINESS

PROFESSIONAL DEVELOPMENT PLAN

1978-79

The Division of Business has prepared the following proposed Professional Development Plan for academic year 1978-79. As in previous years the plan incorporates the workshop and seminar concept. However, the plan is not limited to these vehicles for professional enhancement. In academic year 1978-1979 an effort has been made to expand the plan's parameters to include external related work experience in the business community, teaching and academic planning in a post secondary institution other than Lansing Community College, and opportunity to initiate higher degree training which has a direct relationship to classroom performance and student career advising and planning. Components of the Division of Business Professional Development Plan may be further refined by the Division's Professional Development Council at its various meetings throughout the academic year. As new inputs are received and divisional requirements change, modifications to the plan may take place. The professional development opportunities which are made available to Business Division faculty, administrators, and support staff are done so on the basis of voluntary participation.

Similar to last year a divisional professional needs analysis reveals that faculty, administrators, and support personnel have some commonality of professional development interests. This phenomenon can once again provide for economies in scheduling professional development events by permitting members of one group to participate in seminars and/or workshops scheduled for another.

The Professional Development Programs which constitute the Divisional Plan are in addition to those conducted by the college on an institutional-wide basis. The Division of Business proposed Professional Development Plan may include but is not necessarily limited to the following:

PROFESSIONAL LEAVE OF ABSENCE FOR ACADEMIC YEAR 1978-79 - FACULTY

A faculty member will join the College of Business Administration at Miami University (Oxford, Ohio) to teach during academic year 1978-79. This opportunity for professional growth and enrichment promises a resultant enhancement of experience and competence. The exposure to different perspectives on educational challenges should widen the participant's professional horizons.

SUMMER TERM

COMPETENCY BASED EDUCATION WORKSHOPS-FOR FACULTY

A series of six workshop sessions designed to familiarize faculty with the components of a C.B.E. System, the writing of course goals, the development of Terminal Performance Objectives and the construction of course final exams which satisfy the criteria for each Terminal Performance Objective. The presenter will be the Chairperson, Department of Accounting and Office Programs.

BUSINESS PLAN
CONTINUED

FALL TERM

INSTRUCTIONAL DESIGN WORKSHOP-FOR FACULTY

A one-week *Instructional Design Workshop* to be conducted near the end of fall term. The workshop will consist of five sessions and will address the principles of teaching, the preparation of lesson plans and the development of instructional objectives. Group discussions and role playing will be featured. The presenter(s) will be from LCC in-house resources.

HIGHER DEGREE TRAINING-FACULTY

A faculty member will devote the fall term to beginning a doctoral degree in higher education and career education. The purpose of this educational effort will be to enhance professional development by adding depth to classroom instruction on current and changing issues in business education and career planning.

DEVELOPMENT OF EFFECTIVE WORK TEAM (SEMINAR) - FOR SUPPORT STAFF

Program is planned for four, two-hour sessions covering the role of the support staff in developing an effective work team. Components will include: communication between team members; making the best use of time; and group processes. The presenters will be local and will utilize the resources of the Management Development Center.

DIVISIONAL AND DEPARTMENT BUDGETING PROCESS (WORKSHOP)- ADMIN & SELECTED SUPPORT STAFF

This program was planned for academic year 1977-78 but was not held due to conflicting priorities. This workshop will examine the college budget process in detail. Items to be covered include budget format and components, budget schedule and budget formulation, execution and review. Sources of college funding and fiscal constraints will also be discussed. The presenters will be representatives of the Office of LCC's Director of Budget. Selected support staff who work with facets of the budget may also attend this workshop.

WINTER TERM

UTILITY AND PROCESSING OF AUTOMATED TESTING SERVICE (WORKSHOP) - FACULTY

An update on the advantages of the automated testing service provided by the Management Information Systems Department. The workshop will address the advantages of the testing service to the faculty member, the type classes to which the automated system is best adapted, the automated format and the service cycle. The presenters will be representatives of the Office of LCC's Director of Management Information Systems.

BUSINESS PLAN
CONTINUED

EXTERNAL RELATED WORK EXPERIENCE IN THE BUSINESS COMMUNITY - FACULTY

A faculty member will devote the winter term to observation and participation in the records management departments of a major power company, a commercial records management company and two insurance agencies. The field experience and analysis of office record management is expected to enhance the faculty member's professional development, add depth to classroom instruction, and provide up-dated career opportunity information to Business Division students.

MINIMIZATION OF THE SELF CREATION OF STRESS AND ITS IMPACT ON OTHERS (WORKSHOP) FOR ADMINISTRATORS AND SUPPORT STAFF

This workshop will focus on self-generating stress and its impact on associates and co-workers. Participants will examine how cooperation can be fostered without excess pressure, explore organizational structure and study human motivation as it affects the management of change.

COMMUNITY COLLEGES AND EDUCATION IN THE 1980's (SEMINAR) - FACULTY/ADMIN./SUPPORT STAFF

This seminar had been scheduled for academic year 1977-78 but was postponed due to scheduling difficulties. Participants will engage in an assessment of the educational needs of the 1980's and what the community college's role should or might be. Among the topics covered are the impact of an older population, the increased number of women engaged in business careers, the expansion of our service economy, and the impact of federal, state and local legislation on educational standards.

SPRING TERM

DEMOGRAPHIC CHANGES WHICH COULD EFFECT COMMUNITY COLLEGES BY THE YEAR 2000 (SEMINAR) FOR ADMINISTRATORS AND FACULTY

This presentation developed by the National Association of School Boards addresses a variety of demographic changes which are now occuring and which can have far reaching effects by the year 2000 on how academic needs are planned for and met by the turn of the century.

THE PURDUE MODEL FOR EFFECTIVE STUDENT EVALUATION OF CLASSROOM ACTIVITY (WORKSHOP) FOR ADMINISTRATORS AND FACULTY

An examination of a student evaluation mode successfully developed and used by Purdue University. Topics will include operations for individual instructors, operations for group participation, diagnostic uses and administrative uses.

As has been its past practice, the Division of Business plans on using a wide spectrum of resources in the preparation and delivery of the components comprising the Professional Plan. Such resources may involve instructional and management assets from within Lansing Community College itself and from the vast array of assets in the adjoining business and educational community.

COLLEGE SERVICES

PROFESSIONAL DEVELOPMENT PLAN

1978-79

FALL 1978

Programs: Exchange of Information Seminars

Dates: October 19 and October 26, 1978

Target Group: All College Services personnel

Resource Persons: Bruce Newman, Department Directors and other appropriate College Services staff members

These seminars will be presented to all College Services personnel as a means of furthering inter-departmental coordination and understanding. Each of the departments in College Services (Accounting and Finance, Business Services, Management Information Systems, Physical Plant and Public Safety) will make short presentations which will be followed by tours of the departments and small group discussions. These seminars will serve as a "kick-off" for professional development in College Services for 1978-79. It will also lay the ground work for programs to be offered in winter and spring.

WINTER & SPRING 1979

AVT Program

An AVT Program on the College Services Division is being prepared for presentation to other divisions and departments at LCC and may be used in connection with seminars similar to the Exchange of Information Seminars of Fall term.

WORKSHOPS

Additional workshops and seminars will be developed and presented in consultation with the College Services Professional Development Committee, Mr. Newman and department directors. Possible topics to be covered include, "Auditing Procedures", "The Budget Process" and "Payroll Procedures".

ARTS & SCIENCES

PROFESSIONAL DEVELOPMENT PLAN

1978-79

With the campus situation what it is, the Professional Development Program of the Division of Arts & Sciences has lost substantial momentum which had been built up a year ago. The general need, following a resolution of the current contractual dispute, is to rebuild that momentum on the base of support which remains from the past. Until that contract is resolved faculty activities will remain at a very low level. Regretably, the morale of other employee groups seems also to have been negatively affected. It is hoped that the realities of this situation are reflected in the proposals which follow.

AREAS OF ACTIVITY FOR THE UPCOMING YEAR

1) Continuation of successful activities as demand requires. These would include such things as the Communication Department Program, Instructional Design Workshops and various offerings by the Professional Development Office.

2) Continued emphasis on individualization of activities to allow participation in less formal and structured ways than were available in the past. Included are the self instructional modules in Instructional Design, greater availability of consultative services, short mini-course activities.

3) Foster department level activities to bring Professional Development closer to the day to day activities of staff. Encourage continuation of activities in Communications, continuation and growth of activities in Humanities and Math and initiation of activities in Science and Social Science.

4) Establish a system for more systematic evaluation of Professional Development activities. Work is under way in developing the system and encouraging realistic expectations with regard to what the evaluation process can and cannot demonstrate.

5) Explore new workshop activities. Specific areas under consideration at present include One to One Instruction and Evaluation of Student Writing Skills.

6) Continue the search for a key to involving administrative personnel.

7) Foster an increased appreciation of the organizational role in facilitating Professional Development. If the program is viewed as something extra rather than as an integral part of the activity of the institution it can never achieve its potential for benefit to the college and the individuals that make it up. This attitude can only be developed through enthusiastic involvement of the leadership throughout the institution.

ARTS & SCIENCES PLAN
CONTINUED

8) Reinstitute the Instructional Exchange as a vehicle for informal exchange between small groups of staff on any topic of interest.

9) Other activities of institutional scope which could be very effective in the Division of Arts & Sciences include Project Grants, Travel Grants and a functional Professional Development Laboratory. We will support these in whatever way possible.

Assuming an improvement in the general institutional morale, the upcoming year can be a banner one for the Professional Development Program. Arts and Sciences will do at least its share to see that this occurs.

STUDENT PERSONNEL SERVICES

PROFESSIONAL DEVELOPMENT PLAN

1978-79

FALL

1) Program: Orientation and Welcome Dinner for Part-time Faculty for Part-time Faculty

Date: September 18 or 19, 1978

Target Group: Part-time faculty in Center for Aging Education, Student Development Services and Physical Education departments

Resource Persons: Dean Schaar, Dr. Herder, Ms. Sullivan, Dr. Cansfield, Mr. Lingo and appropriate Student Personnel Services staff

An orientation, get-acquainted dinner will be offered to all part-time instructors within our Division. Basic information about grading, counseling services, reading/math labs and the function of our Division and College will be explained and part-time faculty will be made to feel welcome and important in our Division. The "Orientation to Lansing Community College" module will be shown and appropriate Student Personnel Services staff will be in attendance to answer questions.

2) Program: Kick-Off Speaker

Date: September 18 or 19, 1978

Target Group: All Student Personnel Services staff

Resource Person: Provocative speaker from Michigan State University or University of Michigan

This program will be approximately one and one/half hours in length and is intended to get the academic year off to a good start for Student Personnel Services. In addition to an excellent speaker, there will be time for a discussion and question and answer period.

3) Program: Communication Workshop

Date: Early November, 1978

Target Group: All Student Personnel Services staff

Resource Persons: Michigan State University Communication Department staff member

STUDENT PERSONNEL SERVICES PLAN
CONTINUED

Postponed from Spring term, this program will be offered twice (morning and afternoon) and will deal with communication breakdowns and how to predict and correct them and with analyzing communication networks. The objective is to provide information and ideas to Student Personnel Services staff which can be put to immediate practical use in their own work-situations.

WINTER

1) Program: Orientation and Welcome Dinner for Part-time faculty

Date: Early January, 1979

Target Group: Part-time faculty in Center for Aging Education, Student Development Services and Physical Education Departments

Resource Persons: Same as for Fall term

This dinner will follow the same format as the Fall term dinner.

2) Program: Title IX Workshop

Date: Mid-February, 1979

Target Group: All Student Personnel Services staff

Resource Persons: Appropriate Lansing Community College staff members

A workshop for the purpose of learning more about and discussing Title IX and its implementation at Lansing Community College. Lansing Community College staff who have been involved with Title IX will be asked to participate in this session, which will be presented twice (morning and afternoon).

3) Program: Exchange of Information with Michigan State University

Date: Mid-March, 1979

Target Group: Selected CTP's from Student Personnel Services

Resource Persons: Appropriate Michigan State University staff

If details can be worked out, a selected group of CTP's from Student Personnel Services will go to Michigan State University to observe operations in the Registrar's Office and Financial Aids. It is hoped that a similar group from MSU could then come to LCC for a similar purpose. Those who participate in this program at MSU will be asked to share their observations at a meeting with other CTP's.

STUDENT PERSONNEL SERVICES PLAN
CONTINUED

SPRING

1) Program: Personnel Procedures for CTP Personnel

Date: Early April, 1979

Target Group: CTP Personnel

Resource Persons: Lansing Community College Personnel Department

This program will deal with raises in pay, evaluation, transfer procedures and benefits as they relate to CTP personnel. This will provide an opportunity for CTP's to have their contract reviewed by our Personnel Department as they end and look forward to a new year of employment at Lansing Community College.

2) Program: Personnel Procedures for Administrative Staff

Date: Late April, 1979

Target Group: Administrative staff

Resource Persons: Lansing Community College Personnel Department

This program, for Student Personnel Services administrative staff, will follow the format of the preceding program for CTP personnel.

3) Program: Trouble-Shooting From Your Desk

Date: Mid-May, 1979

Target Group: CTP's and Student Aides

Resource Persons: Ms. Robin Hughes, DEC, East Lansing
Dale Herder, LCC
Ronald Roush, LCC

A repeat from last year, this program goes into how to deal with angry students, mental cases, convulsive disorders and support services from Student Personnel Services and Public Safety which are available to staff.

LEARNING RESOURCES

PROFESSIONAL DEVELOPMENT PLAN

1978-79

Review of 1977-78:

In assessing the Professional Development Program of the Learning Resource Division, and formulating programs for the coming year, it helps to review the performance of the past year in regards to the objectives which have been previously articulated. In the past, programs have been geared to accommodate all levels of staff, with the result of each group having a high rate of participation. This continues to be a goal of Professional Development, both divisionally and college-wide.

The past year's programs have been successful. Divisionally, the workshop on Public Service Use of the OCLC Network was highly informative and continues to be a concern for further development in the coming year. The Update Breakfasts' hosted by Dean Platte's office provided an excellent opportunity for the division to communicate ideas and concerns.

Workshops conducted on Self Defeating Behavior and Assertiveness Training were well regarded, especially, by the staff. Comments from evaluations indicate that both these workshops were instrumental in providing alternatives for resolving conflicts, and bettering interpersonal relationships.

The Workshop on Copyright - A legal interpretation, facilitated by Mr. William Morriss, a local attorney, was a practical and up-to-date explanation of the new copyright laws. This particular workshop was well attended by faculty, staff and administrators from the entire college as well as the division.

During the Spring, the Learning Resource Division hosted the Area White House Conference. Under the direction of Dean Platte, participants from the college as well as the local community met to provide input for federal legislation on library and information services.

The program for Vocational Rehabilitation, 504 Regulations and the Handicapped Clientele was also an offstart of the Learning Resource Division. Under the direction of Dr. Oswell Person, the college was made aware of new regulations and their potential impact. Currently, the college is working on implementation procedures.

LEARNING RESOURCES PLAN
CONTINUED

Another area of professional development for the past year included participation by the division in a number of conferences and meetings, preparing personnel for division activities and functions. (See attached.) For example, the Roundtable Conference held in Ann Arbor during May of 1978 emphasized library skill and library orientation. Other conferences provided training sessions for staff in conjunction with their specialized areas.

Lastly, professional development was characterized by approximately 25 percent of the staff attending formal classes, tuition free for continual professional and personal growth. These included classes in Typing, Shorthand, Management, Accounting, Business Law, and Technical and Media Services.

Plans for 1978-79:

Input for the next year's PD plan was obtained from staff, faculty and administrators. Yvonne Evanoff, Acting Coordinator, Professional Development, LRD, met with Dale Dunham, Chairperson, IMD; Ellen Person, Chairperson, Library Services; and Lee Rowe, Information Specialist, PRC. Mr. Dunham and Mrs. Person both presented memos to their departments for suggestions to the new plan. Dean Platte's office also provided input.

From these conversations and information the following tentative plan has been formulated. It is encouraging to note that several common areas of interest were indicated from all departments.

The areas of interest to the division are as follows:

1. Competency Based Education Program - Since CBE will be compulsory for career educational faculty in the near future it is necessary for those faculty to engage in appropriate in-service activities in areas such as instructional design, methods of instruction and objective and goal setting.

2. Data Search Workshop conducted by OCLC - It is a concern of Library Services that convenient work time access, to the terminals be allocated to allow the library staff practice time for data searching. Plans call for expanding administrative and faculty competencies in computerized data searching.

3. Appointment of the Divisional Computerized Access Committee, there will be a series of in-service sessions acquainting the divisional personnel with the present computer activities in the division and college, and, with the overall state of the art of computerized access.

4. Speaker Series - of divisional and college-wide interest -

    a) On October 17, the Library is hosting a visit of Madeline L 'Engle author of children's science fiction books.

    b) Lee Thornton, from IMD, has suggested bringing in an expert in Lighting for TV to address the faculty and staff in techniques. This specialized area would appeal to divisional interests.

LEARNING RESOURCES PLAN
CONTINUED

c) Dean Platte has discussed the possibilities of similar speakers for Fall and Winter terms in Communications and Information Retrieval. The division will also be involved in the state level White House Conference on Library and Information Services to be held in Lansing on March 26-28, 1979.

5. Special Project Grants - Interest has been indicated, especially in IMD, for this type of program. John Cooper's office is now working on details of setting up criteria.

   Divisionally, some of the interests are as follows:

   a) Continental Cablevision follow-up survey.

   b) Survey of Cable Company general managers and their attitudes toward education and educational use of cable TV.

   c) Development of slide-tape or video-tape promotional programs.

   d) Moviola operation - Video-tape.

6. Continual participation in the Professional Development All-College Orientation Program, with special emphasis for each level of personnel, and more divisional resources support by the divisional Professional Development Officer for part-time faculty and staff.

7. External work related field experience and exchange programs. Again, an area of great interest; however, more information is currently being researched as to funding, time release, etc.

8. Continued teaching assessment and consultative programs is a major concern of faculty.

9. Performance appraisal interviews.

10. Continued opportunities for taking formal classes and participating in related conferences and meetings.

11. Development of the concept and practice of individual contracts for self improvement, using evaluation and self assessment; so that, the individual plans necessary activities for their professional development in conjunction with their immediate supervision.

12. Basic series on applied research and assessment for managers and supervisors.

It is the hope for PD for the coming year to improve participation of faculty, staff and administrators. With total participation the professional development of the college will benefit the total academic community.

Comments or suggestions for any other activities will still be accepted. Please feel free to contact Yvonne Evanoff, Acting Coordinator, Professional Development. LRD, if you would like to serve as a facilitator for an activity, or have any other ideas for the coming year.

YVE/pg

LEARNING RESOURCES PLAN
CONTINUED

AIDP & INSTITUTIONAL RESEARCH

12/05/77	Chicago - Advanced Institutional Development Program
12/09/77	Cherry Hill NJ - Evaluation Workshop AIDP
11/30/77	Workshop General Accounting
11/06/77	Lansing - Michigan Occupational Dean's Advisory Committee (MODAC) - Improved student enrollment and follow-up project pilot tested at LCC recently

PROFESSIONAL DEVELOPMENT

4/27 - 29/78	Traverse City - 2nd Annual Conference for Faculty Development
11/26 - 28/77	Zion, IL - American Association of Community and Junior College Conference on Staff and Organizational Development
4/8 - 12/78	Atlanta, GA - American Association of Community Junior College Annual Convention

DEAN'S OFFICE

9/30/77 - 10/1/77	Dearborn - for Michigan Library Association (MLA - MAME) - Joint Conference -
10/03/77	East Lansing & Howell - Michigan Library Consortium
8/31/77	Lansing - Secretaries Seminar
8/17/77	Ann Arbor - Special Ed Institute
8/16/77	Ann Arbor - Federally Assisted Programs on the Handicapped

LIBRARY SERVICES

9/29 - 10/2/77	Detroit - Michigan Library Association Conference
11/3 - 5/77	Chicago - Conference on Management Issues in Automated Cataloging

LEARNING RESOURCES PLAN
CONTINUED

LIBRARY SERVICES CONTINUE

6/18/77	Detroit - American Library Association (ALA) 96th Annual Conference
11/24 - 12/14/77	Lansing - Training Workshop of Bibliograghic Retrieval Services (BRS) Systems
11/28/77	Howell - Michigan Library Consortium (MLC) Line Serials Cataloging workshop
11/30/77	Mason - Michigan Occupational Information Services (MOIS) in-service
11/3 - 11/5/77	Chicago - Conference on Management Issues in Automated Cataloging

INSTRUCTIONAL MEDIA

10/09 - 10/11/77	Bellaire - Photograher Seminar - Professional Photographer of Mechanic - Fall Seminar
6/14/77	Milford - Appropriate Technology Workshop
8/1/77	Chicago - Trade Show of Photographes
8/11/77	East Lansing - Seminar on CVS 504 B Time Base Service Seminar on Equipment
4/17 - 18/78	Kansas City - AECT Convention

ARCHIVES

11/4/77	Pontiac - Michigan Library Association (MLA) Conference and Workshop - Leadership Conference Awards Committee
12/14/77	State Library - Data Base Workshop - Bibliographic Retrieval Services
11/8/77 - 11/9/77	State of MI Library Michigan Library Conference (MLC) Workshop - OCLC Terminal
10/18/77	Wayne State University - Workshops - Special Libraries Association Conference
6/21/77	Ypsilanti - MLA Reference Section Officers Meeting

APPLIED ARTS AND SCIENCES

PROFESSIONAL DEVELOPMENT PLAN

1978-79

A. Objectives

The Professional Development Program in the Division of Applied Arts and Sciences will emphasize the individual during the coming year. To that end, three primary objectives have been selected:

1. To motivate the individual AA/S staff member to assess personal professional development needs, to formulate an individual professional development plan, and to devise at least one project or activity to be completed by the end of Summer Term, 1979. This individual project is to represent a definite step toward the successful completion of the personal professional development plan.

2. To provide a suitable supportive framework to encourage and sustain individual staff efforts toward personal professional development. Such a framework will include opportunitites for staff to qualify for support through grants, scholarships, or compensated time for working on individual professional development projects. The framework will provide information outlets and communication linkages throughout the division in regard to opportunities for workshops, seminars, group or individual counseling, and other resources useful in planning or carrying out individual professional development plans.

3. To initiate and complete a study, based upon circumstances in this division, that will develop a Career Ladder Model. The Career Ladder Model is to provide a springboard for discussion. The formulation of an hypothetical Career Ladder Model confronts the reality that if staff are to seriously work toward professional development, there should be the opportunity for resulting increases in skills and contributive capacities to be recognized.

B. SCHEDULE OF ACTIVITIES

Fall Term, 1978

ACTIVITY	PARTICIPATION GROUP	RESOURCE/SUPPORT/ COORDINATION
Organization of Div. P.D. Committee	All AA/S Staff	AA/S P.D. Officer
AA/S Needs Assessment	All AA/S Staff	AA/S P.D. Officer
Solicitation of Individual Professional Development Project Proposals	All AA/S Staff	AA/S P.D. Committee
Competency Based Education Training	Full & Part-time Faculty	Donna Price
Career Ladder Model Project	AA/S Staff	AA/S P.D. Committee

Winter Term, 1979

Solicit/Implement Individual P.D. Project Proposals	All AA/S Staff	AA/S P.D. Committee
Personal Assessment/Motivation Seminar	All AA/S Staff	AA/S P.D. Committee
Competency Based Education Training	Full & Part-time Faculty	Donna Price
Career Ladder Model Project	All AA/S Staff	AA/S P.D. Committee
Publish & Distribute AA/S Needs Assessment Report		AA/S P.D. Committee

Spring Term, 1979

Conclude, Evaluate & Publish Report on Individual P.D. Projects		AA/S P.D. Committee
Competency Based Education Training	Full & Part-time Faculty	Donna Price
Publish Report on Career Ladder Model Project		AA/S P.D. Committee
Personal Assessment/Motivation Seminar	All AA/S Staff	AA/S P.D. Committee

APPLIED ARTS & SCIENCES PLAN
CONTINUED

C. NARRATIVE DESCRIPTION OF ACTIVITIES

AA/S Professional Development Committee

Membership of this committee will be drawn across the division. A general invitation will be issued to all staff. A representative selection will be made so that all classifications of personnel can contribute ideas and share in coordinating the implementation of activities that will help to achieve selected objectives. Sub-committees will be established to specifically solicit the concerns of each employee classification group in regard to general AA/S professional development objectives. The AA/S Professional Development Officer will co-ordinate the organization of the AA/S P.D. Committee. After organization the P.D. Officer will work in support of the committees.

Committee activities will result in an updated AA/S P.D. needs assessment and the subsequent tabulation and publication of the results of the assessment. The needs assessment will provide direction in the presentation of workshops and seminars.

The committee will stimulate and solicit applications from individuals in the division for personal P.D. projects. The committee will formulate criteria and make selections among projects submitted for support. The committee will lobby with the LCC P.D. office and with the AA/S Dean for resources to support implementation of winning project proposals.

The committee will provide some consistent method of maintaining communication linkages and disseminating information regarding Professional Development throughout the division.

The committee will oversee the preparation of the Career Ladder Model.

Competency Based Education Training

The Competency Based Education Training Program is designed to assist full and part-time faculty in the Division of Applied Arts and Sciences to sharpen instructional skills. The course will be completed during a 15 to 18 week period. It will feature self-paced study and project development activities in the audio-visual laboratory. This course will emphasize individual participant activities that will "demonstrate the ability to do."

In broad terms the course will help faculty to further develop their ability to prepare a course of study and lesson plans, the ability to prepare instructional aids, utilize education resources, and the ability to manage learning activities.

APPLIED ARTS & SCIENCES PLAN
CONTINUED

In addition to individual work and projects in the AV laboratory, there will be a series of group meetings, each three hours long, in which students will discuss together and with their instructor the activities and skills which they are studying.

Participants will be able to utilize the assistance of an outside consultant during the course and after they have completed the training. This consultant will help instructors to apply the principles learned in CBETP to their individual LCC instructional responsibilities.

A. DEPARTMENT OF HEALTH CAREERS

PROFESSIONAL DEVELOPMENT PROGRAMS
1978-1979

DEPARTMENT

Competency Based Education -
classes offered every term for in house and outside faculty
Interpersonal Relationship -
inservice on September 20 with Dr. Norman Kagen from M.S.U.
(51 faculty attending)

CONTINUING EDUCATION

Michigan Nurses Association Workshop -
"Physical Assessment Techniques" 2 instructors attended - July
Michigan Nurses Association Convention -
November 17-19, Judy Brown attending and presenting a paper,
"Stress in Trauma Unit"
American Cancer Society -
October 31, and November 1-
Topics: Challenge of Helpful, Helpless/Hopeless and Hurtful Behavior
Nurses Have Feelings Too - An Exploration of Professional
Coping, How Do They Handle It? The Emotional Response to a
Diagnosis of Cancer: Patient and Family Reaction
Carol Phelan moderating - co-sponsored by MNA-MSU School of
Nursing and American Cancer Society

EMERGENCY MEDICAL SERVICES

EMT Instructional Coordination Workshop
Mid-Michigan College - 2 days and 2 faculty attending
Instructional Coordination Exam at Michigan Department of Public Health
For licensure as instructional coordinator - all faculty and Program
Director attended
Extrication Course - taken by Pat Harris and Dorothy Carpenter
First World Conference on EMS -
3 day meeting at Anaheim, California. 1 faculty and Program Director
attended September 1978.

RESPIRATORY THERAPY

Respiratory Therapy Update Seminar -
sponsored by L.C.C., September 16-18, all faculty and Program Director
attended
National Respiratory Association Meeting
3 day conference in November, all faculty attending
National Education Seminar
2 day meeting, 1 faculty member attending
Michigan Society Respiratory Therapy Seminar
3 day meeting in May, faculty attending

RADIOLOGIC TECHNOLOGY

Michigan Society Radiologic Technologists (Clinical)
September 28-30, Midland Michigan, 1 faculty member and Program Director attended, all students attended
American Society Radiologic Technologists
November 12-16, Development of modules for practicing R.T.'s for update of knowldege and skills, 1 attending

DENTAL

Videotape review in Ann Arbor, C. Burt attended
American Dental Hygiene Association Meeting, October 18-29, S. Deck attended
Dental Teachers Meeting, West Virginia, November 5-8, V. Spincich attending
District 5 Workshop, July 21-23, S. Deck attended
National Conference Dental Assistants, Chicago, August 22-25, S. Deck attended
Michigan Dental Association Meeting, April 6, faculty will attend
University of Michigan Dental School-
post graduate course in dental photography and dental materials, 2 day conference, 1 faculty member attending

NURSING

Michigan Nurses Association, November 17-19, C. Bennett attending

OPERATING ROOM TECHNOLOGY

O.R.T. Instructors Workshop-
2 day conference, faculty attending
Topics: teaching methods, evaluation techniques, accreditation

ADAPTIVE REHABILITATION

Group Leader Seminar, C.M.U., July 12-17, 2 people attended
Michigan Heart Association-
2 day conference in April
Common Running Injuries-
2 day conference, November, 1 person attending

CYTOTECHNOLOGY

Consultant on Testing -
1 day conference, Chicago, Program Director attended
Committee for Accreditation of Cytotechnology Programs -
October 19-20, Program Director attending
Microscopy Field Trip -
1 day program, Ann Arbor, Program Director attending
American Society of Cytology -
National convention, November 5-12, Miami, Program Director attending

APPLIED ARTS & SCIENCES PLAN
CONTINUED

In addition to other workshops & seminars, that will be announced in the coming year, the department would like to:

1. Hold an inservice program on Elimination of Self Defeating Behavior in Yourself, Students, & Peers. This will include all program faculty.
2. Send several faculty to IPR (interpersonal relations) for Health Workers workshop for 3 days at Kellogg Center. Information they receive would help incorporate this material into our curriculum. Funds have not been budgeted for this and would be needed.
3. Update and revise Department Information manual to be used during full and part time orientation to faculty and staff.

Current and On Going In-Service Activities

Nursing - B. Sweeney

Meets with all new faculty and orients them to the nursing philosophy, goals, objectives, students on and off campus schedules, and clinical labs. When part time faculty first attend their clinical lab, she attends with them and orients faculty to their objectives and student objectives.

CONTINUING EDUCATION

N. Calhoun and P. Hays

Orientation manual has been developed for new faculty, which includes writing a syllabus, teaching methods, task analysis, objectives, test construction, and general guidelines to the college. All new faculty are oriented to the above by N. Calhoun and specific orientation to cardiac and critical care courses done by P. Hays.

Current Clerical Professional Development

1. Monthly meetings of part time staff to update and discuss office procedures.
2. An orientation manual on office procedures is being developed for use.

Future Professional Development for Clerical Staff for 78-79.

1. Organized orientation session to include use of the procedure manual and general policies of department and college.
2. Inservice on proper telephone techniques.
3. Program on communication - importance of following through message dealing with people.

B. Department of Engineering Technology

The following professional development programs have been initiated within the past two years:

1. In service program for part-time instructors each term. This includes an orientation on philosophy, objectives of the department, record keeping, clerical help, and support facilities, such as, library, IMD, etc.

   The second part of the orientation includes a session with faculty within their respective courses.

2. The department has offered a "Methods of Teaching" course for full-time and part-time instructors in the Division. Course outline attached. The courses taught in past terms include:

		Students Enrolled
	Fall Term 1977	
TEC-301	Methods of Instr. Tech. Education	6
TEC-301	Methods of Instr. Tech. Education	13
	Spring Term 1978	
TEC-301	Methods of Instr. Tech. Education	7
	Summer Term 1978	
TEC-301	Methods of Instr. Tech. Education	10

The department has initiated a Competency Based Education Program. The faculty have worked individually with our C.B.E. consultants in developing objectives for courses they presently are teaching.

Areas covered by C.B.E. objectives include:

Architectural Drafting	Civil Technology
Industrial Drafting	Electronics
Electro-Mechanical	Fire Science
Safety	

C. Department of Performing and Creative Arts

During the past year faculty and administrators in the PCA Department attended the following professional development workshops and seminars (number attending):

1. CBE Conference, Port Huron, MI (2)
2. Michigan Council for the Arts, Detroit, MI (4)
3. LCC Professional Development Workshops
   a. Instructional Design (2)
   b. Administrative Management (2)
   c. Time Management (3)
4. Giordano Dance Center, Chicago, Illinois Up-dating Jazz Technique (6)
5. Labonatation/Seminar, Washington, D.C., (1)
6. Ceccette Conference, MSU, East Lansing, MI, Ballet Technique (3)
7. Cavolcade of Stars, Detroit, MI Tap Technique (3)
8. International Ballroom Accreditation, Detroit, MI (3)
9. Daniel Nagrin Seminar, LCC Jazz Technique, (10 faculty, 20 students)
10. Lubivich Residencey, LCC Modern Technique (15 faculty, 20 students)
11. Dance appreciation course, MSU (3)

In addition, several administrators and full-time faculty have taken LCC courses in Management-by-objectives, Management Principles and CBE.

Program areas to be developed during 1978-79 are the following:

1. Application of CBE to performing and creative arts oriented classes.
2. Effective promotional ideas for new classes and/or programs.
3. Periodic indoctrination workshops for student aides.
4. Workshops on:
   a. Curriculum Research and Development
   b. Audio-Visual Supplement to Courses
   c. Management-Employee Relations
   d. Computer Useage

C. Department of Performing and Creative Arts

5. Residency or seminars for guest faculty, administrators and/or other professionals in the areas of:
   a. Arts management
   b. Production management
   c. Specialty techniques in Deance or Music
   d. Grants

D. Department of Applied Technology

During the 1977-78 year, the Department accomplished the following:

Sent Ken Love to C.B.E. Conference

Have sent faculty to various conferences:

Tom Peterson to Solar Conference
Ron Garthe & Jon Eddy to Builders Show in Chicago
M.I.E.S. Conference every year

John Wenzel to Chicago Tool Show
Bernie/John to M.D.S.I. (Numerical Control)

Part-time faculty orientation sessions

During the 1978-79 school year the following are objectives:

C.B.E. for whole department

Preparation for teaching

How to:
Lecturing - Discussion - Questioning technique
Course development
Course outlines
Grading

APPENDIX

APPENDIX: ALTERNATIVE APPROACHES TO PROFESSIONAL DEVELOPMENT

Professional Development at Lansing Community College has often been carried out in the form of workshops. While this is an acceptable vahicle for involving the largest number of people to share information and ideas, there are many more forums for activities which may have some measureable impact upon people, programs, and the College.

With the recent discussion of a faculty contract provision for a Professional Development Week, it seems appropriate that there be an open and active effort by everyone to generate viable programs which will be appropriate to meet the commitment. Where some of these activities are already occuring in the institution they should be given greater recognition and the continued support. This type of effort is important if we are going to continue to offer good programs which are not seen as being forced upon people. The Professional Development Office has herein taken the initiative to set forth a number of alternatives for consideration.

I. External Work Related Field Experiences--Faculty, administrative and clerical people might be encouraged to seek opportunities with industry, small business, government and other educational institutions which could range from a couple of days to a term. These field experiences would give people a chance to interface with colleagues and agencies in their particular disciplines. The Professional Development Office and/or divisional officers could take roles in identifying and coordinating these opportunities.
Examples: Arts & Sciences faculty, such as those in Social Science, might spend time with local legislative branches and/or community agencies. College administrative personnel and Business faculty might spend some time in management level offices with Oldsmobile, IBM or MSU. Clerical personnel might find it helpful to spend time with surrounding institutions--MSU, LBU--in their registrar's office, provost's office, etc. Applied Arts & Sciences faculty would have natural opportunities in the trade areas.

II. Special Project Grants--Funding could be set aside by the Professional Development Office to receive grant applications from faculty who wish to pursue special areas of development related to their discipline, teaching technologies, student advising and other dimensions of their instructional responsibilities. Such projects might take the form of independent field study to improve classroom materials to departmental projects which look at alternative curriculums, enrollment trends and other activities useful to the department. (Note: Such special grants could be administered with the advice of the Professional Development Committee utilizing criterion made known to all college faculty). Program information on Project Grant opportunities at other community colleges is available in the Professional Development Office.

III. Consultative Services--The Professional Development Office could establish a system for providing individualized support to personnel, departments and offices. Development of a method of identifying and publicizing individual resources would be an invaluable means of involving people in supportive roles while meeting job needs.
Examples: Individuals who can assist faculty in reviewing course instructional objectives and classroom strategies might work with colleagues who seek such assistance. Test Construction and Analysis support is already being provided to faculty. This type of undertaking should be formalized

with some type of contact point like the Professional Development Office. Budget preparation assistance might be made available to administrative personnel who are not familiar with the intricacies of budget analysis. On an individual basis it would be easier for people to seek such assistance without fear of embarrassment or the need to admit to a superior that they don't know what to do.

IV. Faculty Exchanges - Institutions across the country are beginning to set up programs where they will exchange faculty members on a one for one basis or provide short term experiences to fulfill a need. Such exchanges would permit faculty to have an exposure to other colleagues, teaching experiences, institutional arrangements and technologies. The program would be of benefit to the College and the individual.

V. Speakers Program - It has been suggested that occasional programs with a high quality speaker would be a good means of stimulating interest and thought on a wide range of topics. A series might be developed to follow any number of formats.

Examples: Luncheon or dinner programs could be established. A well known individual might be invited to visit with a particular department for part of the day to review their programs, make recommendations or motivate personnel. Following or preceding the departmental visit, the person might be asked to address a large cross section of College personnel.

VI. Faculty Days - This period might be utilized to provide a balance of administrative detail and professional development type activities. Any number of programs which get faculty and administrative personnel thinking about the classroom and student issues would help to stir interest in what we are here to do. It would offer a chance for dialogue with colleagues which past participants in the Instructional Design Workshop have indicated is most significant. Faculty should be very involved in the planning.

Example: This would be an excellent occasion to have someone like Stephen Yelon do a presentation on Creative Lectures.

VII. Televised Programs - People in the television area could assist from two perspectives. 1) Making professional development available for viewing, and 2) encouraging faculty to tape parts of their own presentations or supplementary materials in support of their classroom activities.

- The Professional Development Programs might be televised on Channel 33, thus offering opportunities at times convenient for part-time faculty.

- Faculty who attempt even the minimum effort at preparing video materials might begin to recognize the potential and spread the word. Open invitation should be made for experimental projects in this area. This could be the beginning of Campus Developed Telecourses.

VIII. Travel - It has always been a concern that providing travel opportunities would result in excessive demand for frivolous sojourns which equate to some form of holiday away from campus. However, there is no doubt that travel provides good opportunities to meet with colleagues in the field and to be stimulated by new ideas. Travel should not be overlooked but rather formally coordinated and monitored. Only those highly motivated to attend would be

making requests, with expectations set forth in advance and structured approaches to reporting. Problems arise in these areas when the guidelines are not established and activities consistently carried out.

Example: Funds could continue to be made available at the departmental level with supplemental monies made available through the Professional Development Office. A written and/or oral report would be planned in advance of the trip with the expectation that materials brought back would be shared with colleagues.

IX. The Professional Development Laboratory - As stated in a previously prepared program statement, such a facility must be established in a visible manner for use as an extended resource center where faculty, administrators and CTP personnel can explore new ideas, pursue task/project development and/or seek independent study. This service must be made available so that our part-time faculty can get involved, much the same as part-time students, at their initiative and convenience.

X. Faculty Teaching Assessment and Consultative Programs - An approach similar to the TABS (Teaching Analysis by Students) assessment program developed at the University of Massachusetts might be introduced. Somewhat of a misnomer, the approach uses consultative services of trained faculty who work with colleagues to assess individual classroom teaching skills. The skills are assessed by the teacher, consultant and students. It requires a high degree of motivation and ability to deal with a somewhat threatening activity (video taping and student feedback). However, it could be implemented using our own faculty. As a sensitive area this should only be pursued where there is individual, voluntary interest.

XI. Growth Contracts - Here again is an approach which requires commitments and good administrative skills by department chairpersons and program directors. There is a growing interest in growth contracts or individual professional development plans since they build upon a person's strengths and zero-in on improving the weaknesses. Such an approach could be easily implemented for all levels of personnel in the college. It seems to offer some accountability and/or responsibility at the personal level. Of course, this may run into some problems, contractual arrangements and implementation. However, it merits some exploration.

XII. Workshops - Instructional Design Workshops - continued with offerings for full and part-time employees. This would require flexibility by providing evening, weekend and shorter sessions in addition to the five consecutive days which constitute the format to date. Note: We must begin to identify additional facilitators to offer the program if we are going to reach more faculty.

Teaching Strategies in the Classroom - utilizing participants from the previous instructional design workshops and video tapes, film strips and written materials from various services, faculty could conduct programs aimed at examining in-depth such topics as the lecture method, classroom discussion, testing, media in the classroom, student motivation, etc.

Evaluation - this topic could be approached from any number of perspectives:

a) Examination - developing appropriate tests which are in keeping with course objectives, considering reliability and validity, differing test formats, etc.

b) Faculty Evaluation - with the assistance of external resources, such as the Center for Faculty Evaluation and Development, consider the implementation of new methods of student evaluation and their utilization. Such a program should be an open forum with involvement of faculty and department chairpersons.

c) Personnel Evaluation - continuation of current program developed with the Personnel Office to consider with supervisor/supervisee how feedback can effectively be delivered.

Other Programs - The areas and resources for conducting short or long term programs are limitless.

Examples: Sabbatical Reports - faculty on sabbaticals could be tapped to report to their colleagues on activities they have pursued. This would permit a good opportunity to offer subject specific opportunities and make the most of sabbatical leaves.

Conference/Travel Follow-ups - as another means to provide maximum return on College expenditures and give people a chance to share experiences. The expectation should be set forth to have people report on conference travel activities.

In every case, workshops might be designed with some outcome or changes in participant performance. These outcomes or changes in performance would be more directly tied to the mutual needs and responsibilities of the individual and department.

XIII. State-wide Conference - Lansing Community College might take advantage of its central location by hosting a two-day conference for community college faculty. This would serve the College's faculty and external personnel in an exchange which might improve the faculty members appreciation of the community college scene.

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